

**ST MARY MAGDALENE CATHOLIC
PRIMARY SCHOOL**

READING POLICY



'Growing Together in Faith & Love'

September 2024

Rationale

At St Mary Magdalene, we know that reading is the key to success for children. If a child enjoys reading, reads fluently and reads widely, a whole world will open for them. They will improve their vocabulary, sentence structures and knowledge of the world. We aim to teach the children to read fluently and with understanding. We promote a love of books and an enjoyment of reading.

The school aims to:

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers
- Encourage the enjoyment of books and reading so that the children develop a life-long love of books
- Develop study skills so that the children can find appropriate fiction and non-fiction books from the library
- Develop research skills, using library and class texts, in conjunction with the ICT system
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- Encourage care and ownership of books
- Make sure children are familiar with a large bank of rhymes and stories including nursery rhymes, traditional tales and stories from other cultures
- Provide a rich and varied diet with a range of authors and books to suit different interests.

Procedures

To achieve the above, we do the following:

Phonics

See separate policy

General class teaching

As a school we recognise that speaking and listening is a big part of understanding texts. In our Literacy lessons and in all curriculum areas we try to give pupils opportunities to talk and listen in a wide range of contexts.

We understand the importance of language comprehension and this is built in alongside simple decoding. We have a lot of picture books in school and sometimes use these for whole class or group teaching so that all children can discover what is happening in a book and be able to use skills of inference and deduction even if they struggle to decode.

Foundation

- Children listen to a story at the start and end of the day. With opportunities for further stories and independent looking books throughout the session
- We follow topics and read stories based on these topics

- Stories are ‘deep dived’ – children role play, are exposed to play provocations surrounding the story, sing topic related songs and rhymes to improve language development
- Common words and signs are displayed to encourage reading ie. McDonalds and Tesco
- Children are encouraged to practice their listening skills with environmental sound games, listening walks, rhyming games and through simple instruction
- Parents are invited to story times throughout the year
- Children are taught and exposed to Read, Write, Inc Set 1 sounds from the start of the Pentecost term (the term before they start school)
- A set of 3 books are purchased by the school for each child to encourage reading at home and promote a love of reading and listening

Reception classes

- All children bring a book bag into school each day
- Book bag books are changed twice a week. These books are in conjunction with the phonics the children are learning
- The teacher provides every child with a reading book and a reading home/school diary
- Daily Read, Write, Inc phonic work
- Individual reading – The teacher/TA will hear each child read 1.1 multiple times a week through the year
- High frequency key words and Set 1 sounds sent home in a flip book
- Parents are invited in for Stay and Learn sessions, to share a story with a small group of children or to hear children read
- Children learn a story every half term so that they know it thoroughly and start to build up a bank of stories that they are very familiar with or know by heart
- By the end of Foundation stage children complete Star Early Literacy Assessment so that progress can be tracked
- Parents have the opportunity to buy Read, Write, Inc Phonics at Home pack containing phonics flashcards and guide for parents

KS1

- The teacher provides every child with a reading book and a reading home/school diary which they take home every night. The expectation is that they read to an adult at least 3 times a week
- Daily Read, Write, Inc phonic work
- Guided reading happens at least 3 times a week and children are heard individually where it is felt that they need extra support or for assessment
- Group and individual reading targets are tracked as part of our Star Reader Assessment
- Teachers read aloud to children every day
- Throughout the year, children become familiar with well known stories, which they can then use as models to support writing
- Children visit the library once a week to choose a book
- Use text based approach to Literacy lessons so children are immersed in rich, diverse texts throughout the year

KS2

- Guided/whole class reading happens up to 3 times a week with groups that are below ARE having an extra session where possible
- The teacher provides every child with a reading book and a reading home/school diary which they take home every night. The expectation is that they read at least 3 times a week. Children will either take a reading book home at their level or choose a book from the class or school library
- Teachers read aloud to children every day –they should hear 6 substantial works of fiction each year. This is a good way to interest children in reading and to tackle comprehension questions as well as get children discussing and talking about books
- Star reader assessments used to inform planning and reading book stages

Resources

As a school, we invest heavily in books and adult support with reading including providing new and appealing books – whole class sets, reading scheme, guided reading and the library.

We prioritise reading in terms of adult support in school which includes teachers, TAs and volunteers who give extra support to small groups or 1:1.

Books: Promoting the enjoyment of reading – getting children choosing to read

- Read aloud to children every day and then let them take the book home to read for themselves
- Ask the children what they like to read and order those books for the classroom
- Regular replenishing of book stocks
- Author visits
- Stay and Learn sessions for reception parents
- Have a special shelf of books that you know children will love and let the children take them home
- Take the children to the library in school regularly
- When we have a school book fair money is allocated to classes so that children can choose books they would like to read
- Book week
- Classroom door displays, classroom/shared area displays
- ‘Little Library Club’ sessions for parents

Assessment

Assessment using the Star Reader is completed 4 times a year online which the Leadership Team can access to analyse.

Three times a year, children will be assessed using a range of summative assessment materials for their age group

Ongoing teacher assessment occurs throughout the year which informs teachers’ planning and interventions.

Interventions

Children who are falling behind age related expectations are identified early by the school tracking systems and the regular pupil progress meetings and support is put into place. This could be from a teacher who is employed for that purpose or a TA, in a small group or 1:1. These interventions are closely monitored and adapted as needed.